

Tarkington Independent School District
Primary School
2019-2020 Campus Improvement Plan

Mission Statement

In the belief that all children should be educated to the fullest extent of their individual abilities, the Tarkington Independent School District's mission is to provide the essential academic skills and the necessary knowledge base for the student's lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and their economic responsibility, based on an appreciation of our American heritage and an understanding of the importance of its multicultural richness.

The Tarkington Independent School District will:

- provide the student with the opportunities to acquire communication and computational skills needed for functioning in a changing society.
- distribute with equity, for all students, all educational opportunities and resources.
- provide the student with adequate facilities and opportunities to apply his understanding of the skills and knowledge acquired in the classroom.
- provide the student with knowledge and skills for economic and occupational competence.
- aid the student with acquiring attitudes and skills that will promote good personal health and physical fitness.
- provide the proper atmosphere and opportunity in which the student can demonstrate an ability to participate in the American social and governmental process.
- help the student attain a knowledge, and an awareness and concern for important environmental and conservation factors.
- help the student develop and use problem solving, creative and critical thinking, and reasoning skills.

Vision

Vision Statement

It is our shared vision as educators to ...

- **Create a safe and caring environment that nurtures the intellectual, emotional, social and physical growth of every student.**
- **Promote a collaborative partnership among students, staff, parents, and the community.**
- **Empower and challenge students to achieve academic excellence and become lifelong learners.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington Primary School is one of four campuses in Tarkington Independent School District. Tarkington Primary School serves 627 students in PPCD, Pre-Kindergarten, First, Second, and Third grade.

The student population is 82.37.% Anglo, 12.22% Hispanic, >1.0% African American with a socioeconomic status of 65.62% .

The average daily attendance rate for 2018-2019 school year was 92.89%.

Tarkington Primary School serves twenty-eight English Language Learner students (4.8%), eleven students in the Gifted and Talented program (1.9%), and 97 students are served through special education services (16.9%).

Our Schoolwide Title I program consists of parent involvement activities along with math and reading professional development.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gain distinctions in 2 or more areas by increasing student performance on assessment and attendance **Root Cause:** Tarkington Primary attendance was 92.9%. In order to earn distinction the attendance rate had to be 96.5%.

Student Achievement

Student Achievement Summary

Overall Accountability Ratings Summary

| Domains | District | Primary |
|---------------------|----------|---------|
| Overall | 79 | 68 |
| Student Achievement | 79 | 72 |
| School Progress | 72 | 66 |
| Closing the Gaps | 75 | 59 |

STAAR Results/%Approaches GL Standard or Above

| | All Students | Eco Dis | Hispanic | Sp ED |
|---------|--------------|---------|----------|-------|
| Reading | 67% | 62% | 70% | 27% |
| Math | 74% | 66% | 80% | 33% |

Student Achievement Strengths

Met Standards on:

Overall

Domain I - Student Achievement STAAR Performance

Domain II - School Progress Relative Performance Part B; Academic Growth is not rated.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Raise STAAR overall meets level percentage in order to gain distinctions. Campus was at 43 and needed 53. **Root Cause:** Ensure teachers are following TEKS resource system and grade levels are vertically aligned. Provide interventions based on assessment data and academic needs.

Problem Statement 2: Raise STAAR math masters percentage in order to gain distinctions. Campus was 36 and needed 42. **Root Cause:** Ensure teachers are following TEKS resource system and grade levels are vertically aligned. Provide enrichment for higher achieving students.

Problem Statement 3: Improve STAAR score within the special populations for reading and math. Hispanic improve STAAR performance average and performance and meets level of economically disadvantage. **Root Cause:** Utilize small group instruction for math and reading intervention. Ensure students are taught by ESL certified teachers.

School Culture and Climate

School Culture and Climate Summary

Tarkington Primary School has a positive culture and climate and provides a welcoming learning environment. TPS administrative staff and teachers welcome students, staff, parents, and community members to help enrich our students' learning environment through multiple volunteer opportunities.

School Culture and Climate Strengths

Ongoing activities are scheduled throughout the school year to promote a positive culture and climate. Examples include:

- Team Collaboration
- Professional Development
- Supportive Staff
- Active PTO
- Volunteer Committee

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

First year teachers are assigned a mentor teacher. Both new teachers and mentors are given clearly defined roles and responsibilities and resources are provided to help them during their first year in the district. Teachers new to the district are assigned a buddy to assist with roles, responsibilities, and resources.

Professional development for employees at all levels is a high priority. Both online and face-to-face opportunities are utilized in order to maximize opportunities for training.

TPS campus administrators attend at least 1 teacher job fair per semester.

Recruit and evaluate personnel to target best fit for instruction.

Staff Quality, Recruitment, and Retention Strengths

- Data-driven decision making
- Collaborative decision making
- Increased teacher integration of technology in classrooms
- Professional development based on campus needs
- Continue to attend 2 job fairs each semester
- New teacher mentor program

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum and instruction at Tarkington Primary School is driven by data. The TEKS Resource System is the primary source for guidance in developing a vibrant lesson cycle. We are in the 2nd year of implementing a new phonics program called Reading Horizons. We are also implementing Writer's Workshop. The Fundamental Five lesson plan template is used throughout TISD. Teachers will continue to develop and post lesson plans that address student engagement and rigor. Teachers will continue to develop and give unit tests that reflect the state standards and STAAR assessment rigor using the district curriculum.

Teachers utilize technology in their classes.

District vertical alignment meetings by subject will continue.

Curriculum, Instruction, and Assessment Strengths

All classrooms will have interactive projectors installed Fall of 2018.

All teachers have iPads for progress monitoring and instructional use.

Both computer labs have Reading Horizons program available to students.

Campus technology liaison has been added this year to facilitate instructional technology use in the classroom.

Intervention programs:

- based on three TIERS
- intervention is data driven
- progress monitoring occurs frequently

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Gain distinctions in all areas by increasing student performance on assessment. **Root Cause:** TEKS resource system used with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Tarkington Primary School is a Title I campus and family/community involvement is essential in the educational success of our students.

Parent and Community Engagement Strengths

- Active PTO
- Parent Volunteer Program
- Meet the Teacher
- Parent Orientation
- Open House
- Family Fun Nights
- Sock Hop Social
- Pastries with Parents
- Kolaches with Grandparents
- Grandparents' Cookie Social
- Kindness Club

Technology

Technology Summary

Tarkington Primary is committed to improving the quality and value of education and understands the importance of technology integration in teaching and learning. Our focus is to provide students with educationally appropriate, accessible, high quality resources designed to facilitate and enhance learning and assist in developing students' higher order thinking skills.

In order to encourage teachers to integrate technology into their daily curriculum, our technology infrastructure, hardware and software needs to be able to support our increasing technological demands.

Online professional development is utilized at TPS.

Campus technology liaison has been added this year to facilitate instructional technology use.

Technology Strengths

Technology strengths include:

- Online, readily accessible professional development is available and utilized by teachers and staff
- Google access and Google classroom has increased in availability for teachers and students
- Technology programs are utilized in assessment and curriculum delivery.
- Technology is used to enhance communication with parents, students, and community.
- A campus technology liaison has been added to facilitate instructional technology integration.
- All teachers have iPads for progress monitoring and for instructional use.
- All certified teachers have laptops.
- All classrooms will have interactive projectors be installed during the Fall semester of 2018.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology integration with quality instruction. **Root Cause:** Ensure that teachers are fully trained and utilizing the technology available.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: Provide a safe, positive and orderly environment throughout the campus for students, staff, parents and patrons of the Tarkington Primary.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------------------------------|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Provide staff development on classroom management and provide classroom preventive guidance activities. | Principal, Asst. Principal, Counselor | Agenda Sign-in | | | | |
| 2) Behavior intervention strategies will be implemented with all students, with particular emphasis on special education students. | Sped teachers, Co-op | Lower referral rate, especially in our special populations. | | | | |
| 3) Incorporate lessons on character education throughout the school year. Four areas will be address this school year. | Counselor | Grade level materials created and distributed to teachers | | | | |
| 4) Bullying Awareness | Asst. Principal, Counselor, | Daily Ongoing through periodic announcements, classroom visit, and development of character education lessons. | | | | |
| 5) Eduhero modules: Bullying, Sexual Harrassment, Bloodborne Pathogens, Armed Intuder, Suicide Awareness | Principal | Eduhero report |  | | | |


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------------------------------|--------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 6) Administration team and classroom teacher meet with COOP Diagnostician and LSSP to discuss RtI behavior strategies per individual student. | Principal, Asst. Principal, Counselor | Meeting notes, teacher documentation | | | | |
| | | | | | | |

Goal 1: Provide a safe, positive and orderly environment throughout the campus for students, staff, parents and patrons of the Tarkington Primary.

Performance Objective 2: Implementation of crisis management efforts in district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continue to require all visitors to show identification in order to register in computer system and to wear visitor badges while on camps. | Office staff, all personnel | Daily Ongoing Computer sign-in | | | | |
| 2) Have student families complete a Special Pickup Order in order to specify who is allowed to pick up students at school (to go home in beginning of year packets) | Classroom Teachers, Office staff | August Ongoing Number of returned forms on file | | | | |
| 3) Crisis Drills: Practice various crisis drills and discuss tabletop scenarios. | Principal , assistant Principal | Drill Logs Monthly | | | | |
| 4) All classrooms will have a barricade to use for armed intruder. | Principal, Assistant Principal | Drill Logs Monthly | | | | |
| 5) The district will provide school resource officers. | Principal | Ongoing | | | | |
|  | | | | | | |


Goal 1: Provide a safe, positive and orderly environment throughout the campus for students, staff, parents and patrons of the Tarkington Primary.


Performance Objective 3: Improve health and wellness of students and staff


Evaluation Data Source(s) 3:


Summative Evaluation 3:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) The campus coordinated health program will encourage PE teachers to emphasize teaching strategies within their lessons that promote the continued student improvement in regards to the Fitness Gram Assessment. | PE Teacher | Submitted report, teacher records | | | | |
| 2) Provide counseling to individual students, as needed | Counselor | Ongoing Log | | | | |
| 3) CATCH: The campus coordinated health program will promote to the students the importance of academic performance, attendance at school and participation in moderate to vigorous physical activity. | PE teacher | Ongoing Lesson plans | | | | |



 = Accomplished

 = Continue/Modify

 = No Progress



 = Discontinue

Goal 2: Provide quality instruction for students to be successful and improve Reading and Math scores.

Performance Objective 1: All students graduate from high school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Promote transitional activities for students moving from PPCD/ Pre-K to Kindergarten, third grade to fourth grade. | Principal, Asst. Principal, Classroom teachers | April Kindergarten Round up Sign- in sheets May: Fourth grade Orientation agenda | | | | |
| 2) Special Program Opportunities: Special education 504 Dyslexic ESL/LEP G/T Intensive Intervention: Reading Specialist Math Intervention Use of Instructional Aides: small group and instructional support | Principal, Asst. Principal, Special Ed. teacher, Counselor, Classroom teacher | Lesson plans Documentation Forms Assessment results | | | | |
| 3) Provide teachers with materials and strategies to differentiate instruction for GT students. | Principal, GT Teachers | Creation of program with a time line of activities. | | | | |
| 4) Provide instruction materials to help teachers with differentiation to meet the needs of ESL students. Funding provided by Region 4 SSA Title III. | Executive Director of Curriculum and Assessment | Observation of teacher using items with students. Progress monitoring | | | | |
| 5) Provide professional development to improve reading scores and math scores. | Principal, Assistant Principal | Progress monitoring Data |  | | | |
| 6) Create data room and utilize data to determine areas of concern. | Principal Assistant Principal Classroom teacher | Improve reading scores Data discussions |  | | | |






| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| | | | | | | |

Goal 2: Provide quality instruction for students to be successful and improve Reading and Math scores.

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Reevaluate programs/assessments to determine their effectiveness. | Principal, Asst. Principal, District curriculum coordinators | Ongoing | | | | |
| Comprehensive Support Strategy 2) Assessment of all students by the end of the first six weeks to place them in TIER program. | Principal, teachers, reading specialist, counselor | Renaissance STAR Reading, Math, Early Literacy |  | | | |
| 3) Progress monitoring on students to differentiate and target instruction. | Principal, Asst. Principal, Reading Intervention Teachers, Classroom teachers | Progress monitor logs and assessments | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |


Goal 2: Provide quality instruction for students to be successful and improve Reading and Math scores.

Performance Objective 3: Provide career and guidance counseling to primary students, assisting them their unique educational needs.


Evaluation Data Source(s) 3:

Summative Evaluation 3:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Take students to visit future teachers if the student will need priming for change. | Counselor | Students will visit future classroom on a few occasion during the last month of school to acclimate to the new hallway, new structure of the curriculum and new teacher. | | | | |
| 2) Generation TX week: give information to students regarding colleges and teachers promote colleges by wearing their alma mater shirts. | Principals, Teachers | May Weekly Agenda | | | | |
| 3) Fun Friday Career Day. In the Spring semester we will have fun Fridays. One of those days we will dedicate to dressing up as your future profession. | Team Leaders | Pictures of Students in professional dress. | | | | |
| 4) Promote College Day, last Wednesday of the Month by encouraging staff and students to wear college shirts. | Principals, Teachers | Pictures of staff/students in college shirts. | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue






Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 1: To increase student academic performance

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Encourage teachers to emphasize daily attendance by incentives | Counselor, Attendance Clerk Administrators Teachers | Daily Six Weeks | | | | |
| 2) Notification of Excessive Absences. Formal letter about Compulsory Attendance Laws sent to parents. | Counselor, Attendance Clerk | Ongoing Decrease in the number of absences | | | | |
| 3) Teacher and paraprofessional of the month recognition. | Principal, Asst. Principal | Monthly Faculty Meeting Agenda | | | | |
| 4) Staff Attendance Incentives | Principal, Asst. Principal | 6 weeks Increase in staff attendance | | | | |
| Comprehensive Support Strategy 5) Provide local staff development targeting the needs of special populations. | Special Education Teachers, Spec. Ed. Coordinator, Principal, Asst. Principal | August Sign-in Agenda | | | | |
| 6) Staff Development provided on Writing. | Principal, Asst. Principal, Elementary Curriculum Coordinator | Sign-in Agenda | | | | |
| 7) Monitor instruction and require continued fidelity to TEKS resource system IFDs. Continued use of consultant to come evaluate our progress in using the IFDs to drive math lesson planning and math instruction. | Principal, Asst. Principal, Team Leaders | Eduphoria Ongoing Walk-through | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 8) Implement a reading and math benchmark to gather data and differentiate instruction for all targeted populations | Teachers, Principal, Asst. Principal | Disaggregated data used for intervention | | | | |
| 9) UIL Participation | Principal UIL Coordinator UIL Coaches Teachers | Number of students participating | | | | |
| 10) Utilize collaborative teams that focus on student achievement. i.e. team leaders, grade level team | Principal, Asst. Principal, Team Leaders | Sign-in sheets, agendas | | | | |
| 11) Recognize Student Achievement: Weekly Behavior, Perfect Attendance Awards Ceremony, Perfect Attendance Recess, Class with Best Attendance, Honor Roll, Summer Readers, AR Celebrations | Teachers Secretary PIEMS Assistant Principal Principal | Weekly Six Weeks Monthly | | | | |
| 12) Provide professional development that focuses on rigor and best strategies. | Principal, Asst. Principal | Sign-In sheets, agendas | | | | |
| 13) Continue to implement Reading Horizons phonics program into existing reading curriculum. | Principal, Asst. Principal | Walk-through Assessment Data Reading Levels |  | | | |
| 14) Provide professional development modeling best practices in lesson planning and instruction to target reading. | Principal Assistant Principal | Assessment Data | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |


Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 2: Maintain 100% of all professional and paraprofessional personnel meeting the definition of Highly Qualified according to NCLB.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continue district's policy of hiring highly qualified teachers. Requirements posted on website and at job fairs | Superintendent, Principal, Asst. Principal | Ongoing Staff comprised of highly qualified teachers | | | | |
| 2) Provide all new teachers with a campus mentor and support system. | Principal, Curriculum Director | Ongoing Agendas Walk-through Documentation | | | | |
| 3) Provide local staff development on best practices math and reading instructional strategies. | Math Instructional Specialist, Principal, Asst. Principal | Monthly Sign-in agendas | | | | |
| 4) Teacher Observations: Teachers will observe other teachers to gain knowledge and increase their teaching capacity. | Principal Teachers | Ongoing Observation Forms | | | | |



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue


Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.


Performance Objective 3: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.


Evaluation Data Source(s) 3:


Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Use of computer lab to integrate applications aligned with TEKS. | Principal, Computer aide, Director of Technology | Ongoing Tech Knowledge Log-in | | | | |
| 2) Continue to implement technology in daily instruction. -Wireless tablets -PC Viewers -Document Camera -Core program -IPads -Interactive Projectors | Principal, Computer aide, Director of Technology | Ongoing Lesson Plans | | | | |
| 3) Survey Teachers to provide them the technology training they need. | Principal, Assistant Principal | Training provided based on feedback from teachers | | | | |

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: Encourage and assist all parents to be active partners in the education of their children.


Performance Objective 1: Maintain and increase opportunities for open communication, significant discourse between families/community/school.


Evaluation Data Source(s) 1:


Summative Evaluation 1:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Acknowledge faculty and staff celebrations and successes through out the year. | Principal, Asst. Principal | Monthly Faculty meeting agenda | | | | |
| 2) Continue weekly administrative team meetings (during school day). | Principal, Asst. Principal, Counselor | Weekly Weekly agenda | | | | |
| 3) Continue to involve team leaders in decision-making. | Principal, Asst. Principal Team Leaders | Monthly Sign-in agenda | | | | |
| 4) Continue school and community events such as: Kindergarten Round-up, Meet the Teacher Night, Family Fun Nights, Sock Hop, Spring Fling, Kindergarten Graduation, and 1st grade Multicultural program. | Classroom teachers, Principal, Asst. Principal | Sign-in agenda | | | | |
| 5) Promote transitional activities for students moving from Pre-K to Kindergarten, third grade to fourth grade. | Principal, Asst. Principal, Classroom teachers | Spring Kindergarten Round up Sign- in sheets Fourth grade Orientation agenda | | | | |
| 6) Continue positive communication with parents through newsletters, website, emails, Texas Parent Connect and the Student Handbook. | Classroom teachers, Webmaster, Principal, Asst. Principal | Ongoing Monitor website for use | | | | |



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 2: Increase access to helpful information regarding healthy family/school relationships.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Grade Level teachers will provide parents with information at the beginning of the school year and throughout the school year that will help them support their child's success in school. | Teachers | Tuesday Folders Beginning of the Year Agenda | | | | |
| 2) Continue positive written communication with parents through campus and Parent-Home Connection newsletters, marquee, progress reports, report cards, and Tuesday folders, School Messenger | Classroom teachers, Principal, Asst. Principal | Ongoing Distribution by teachers | | | | |
| 3) Use of school wide notification system to provide critical information to parents in a timely manner. | Principal | Purchase of system. Training to use the system. | | | | |




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 3: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Continue use of Title 1 informational meeting and school-parent compact at Parent Orientation. | Classroom teachers, Principal, Asst. Principal | August Sign-in sheets and agenda | | | | |
| 2) Continue volunteer program utilizing and including parents in school culture and student success. | Principal, Asst. Principal | Ongoing Sing-in sheets | | | | |
| 3) Invite parents to Awards ceremony held each semester to encourage parent involvement in celebrating student achievement. | Principal, Asst. Principal, Counselor | Increased number of parent participants. | | | | |
| 4) The Primary Campus will seek business, parent, and community involvement on site-based decision making and campus improvement committee. | Principal | sign-in sheets, agendas | | | | |
| 5) Develop and send home a summer syllabus of simple math facts and reading log for each grade level. | Principal, Team Leaders, SBDM members | Creation of syllabus to be sent home. | | | | |
|  | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 2 | 2 | 2 | Assessment of all students by the end of the first six weeks to place them in TIER program. |
| 3 | 1 | 5 | Provide local staff development targeting the needs of special populations. |

2019-2020 Campus Improvement Team

| Committee Role | Name | Position |
|-----------------------------|------------------|--------------------------|
| Administrator | Angie Thomas | Principal |
| District-level Professional | Angela Sales | Assistant Principal |
| Business Representative | Daniel Greak | Business Representative |
| Classroom Teacher | Kathryn Anderson | 1st grade teacher |
| Community Representative | Timothy Magee | Community Representative |
| Classroom Teacher | Avah Anderson | Kindergarten Teacher |
| Classroom Teacher | Marilyn Paige | 3rd grade teacher |
| Non-classroom Professional | Alisa Lott | Interventionist |
| Parent | Michelle Welch | Parent |
| Business Representative | Donny Haltom | Business Representative |
| Parent | Misty Morris | Parent |
| Community Representative | Ruth Stetson | Community Representative |